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ABSTRACT

A study was conducted to identify relationships between selected teacher, program, and student characteristics and supervised occupational experience program (SOEP) scores of high school teachers and their senior students in Ohio. Data were collected through two questionnaires completed by teachers and students respectively. The teacher questionnaire sought data about selected teaching practices, selected teacher characteristics, and selected characteristics of vocational agriculture departments. The second instrument was designed to obtain selected characteristics and the SOEP scores of senior students. The instruments were mailed to 38 teachers in a representative Ohio district. Usable data were received from 33 teachers and their 283 students. The study found that typical teachers in this district in Ohio had 4 years of high school agriculture and 11 years of teaching experience, lived 12 miles from their schools, found their training to be somewhat appropriate, and had extended contracts. The study also found that teachers spent 5 or more days supervising SOE programs at fairs and shows, made 2 or more SOEP visits to students in the summer, and varied widely in the percent of the student grade they based on SOE. Most teacher characteristics were found to have a low relationship with a better SOE, while the selected teaching practices were found to be associated with better outcomes of SOE programs. Characteristics of the vocational agriculture department associated with students' SOE scores include type of teacher preparation and number of teachers in the department. Students with agricultural career plans, farm residences, and supportive parents tended to have better SOEs. (KC)

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Summary of
Research

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Relationship Between Selected Teacher, Program and Student Characteristics and Student Scores on Their Supervised Occupational Experience Program in Ohio

Emeka B. Anyadoh and R. Kirby Barrick

The vocational education concept is not new to the United States agricultural arena. In Ohio, as in other major agricultural states, education in agriculture has been in many local schools for some time, especially the rural schools in which production agriculture prevailed. Local programs of vocational agriculture in Ohio characteristically included instruction in technical agriculture, leadership development through the FFA, and Supervised Occupational Experience. Supervised Occupational Experience has been a part of agricultural education since the introduction of the Smith-Hughes Act of 1917 which provided for the teaching of agriculture in high schools.

Since that time, Supervised Occupational Experience has remained an integral part of the vocational agriculture program through adaptation to changes in both the agricultural industry and students of agriculture. Lee observed that "our profession is fearful that this element (SOE) is slipping away and without it we would lose one of the pillars on which vocational education in agriculture/agribusiness has been built" (Lee, 1980). Educators have stated that the purpose of the Supervised Occupational Experience program is to have a finished product: the student who is trained for a future in all aspects of agriculture (Gibson, 1987).

In addition to making Supervised Occupational Experience pertain to the total program of vocational agriculture, the vocational agriculture teacher has an obligation in planning, developing and evaluating the Supervised Occupational Experience programs of students.

Purpose and Research Questions

The purpose of this study was to identify relationships between selected teacher, program and student characteristics and Supervised Occupational Experience program scores of high school teachers and their senior students in Ohio. The following research questions directed the study.

1. What is the relationship between the measures of selected characteristics of vocational agriculture teachers and student SOE scores in Ohio?

   Selected teacher characteristics considered were:
   a. Age of teacher;
   b. Number of years of teaching;
   c. Number of miles that the teacher lives from school;
   d. Rating of teacher's perceptions of training received during in-service; and
   e. Length of teaching contract.

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2. What is the relationship between measures of selected teaching practices and student SOE scores in Ohio?

   Selected teaching practices considered were:

   a. Time spent in supervising at shows and fairs;
   b. Number of Supervised Occupational Experience program visits made during the summer;
   c. Percentage of course grade allotted to SOE;
   d. Time spent teaching an introduction to SOEP;
   e. Amount of time teacher spent on each SOE visit;
   f. Average time in class spent on SOE instruction;
   g. Number of SOEP visits made during the last 12 months by the teacher; and
   h. Frequency of class time available for record book updating.

3. What is the relationship between the measures of selected characteristics of vocational agriculture departments and student SOE scores in Ohio?

   Select characteristics of the vocational agriculture department considered were:

   a. Instructional area;
   b. Type of school;
   c. Number of teachers in the department; and
   d. Program type.

4. What is the relationship between measures of selected student characteristics and student SOE scores in Ohio?

   Selected student characteristics considered were:

   a. Student's career plans;
   b. Student's number of years in vocational agriculture; and
   c. Student's grade point average in high school.

5. What is the relationship between students' opportunity to engage in Supervised Occupational Experience and student SOE scores in Ohio?

   Factors of student opportunity to engage in SOE considered were:

   a. Distance the student lives from school;
   b. Type of family employment; and
   c. Type of parental encouragement for the student to have an SOE.

Methodology

Population and Sample

The population for the study was all Ohio vocational agriculture teachers and their senior students. The sample included the vocational agriculture teachers in 1988-89 who taught in the same school in 1987-88 and their senior students in vocational agriculture in district 7 (central) of Ohio. The one region was selected for accessibility and its general representation of the state. The district is similar to the state in terms of taxonomies, instructional program types, and type of schools. District 7 includes one major city and several small cities that have area vocational schools, as well as a number of rural schools.

Design of the Study

The design of the study was ex post facto, since 1) the subjects could not be randomly assigned to experimental and control groups; and 2) levels of the treatment also could not be randomly assigned (Kerlinger, 1973).

Instrumentation

Data were collected using two questionnaires completed by the teachers and their senior students. The instruments were developed through a review of related literature and a modification of the instrument derived from Gibson's 1987 study in

Kentucky. These instruments were adapted to Ohio and measured participation in Supervised Occupational Experience programs by vocational agriculture students.

The researcher developed fifteen questions on the vocational agriculture teacher questionnaire to collect data on the selected factors pertaining to the following: selected teacher characteristics, selected teaching practices in conducting Supervised Occupational Experience programs, and selected characteristics of vocational agriculture departments.

The second instrument was designed to obtain selected student characteristics being studied and their scores in SOEP. The first section contained six questions designed to collect data on the selected factors pertaining to student characteristics and factors of students' opportunity to engage in Supervised Occupational Experience programs. The second section of the student questionnaire was developed from the Supervised Agricultural Experience program part of the application for the State FFA Degree in Ohio. The 20-point section for the agricultural experience program and 5-point section for the improvement program were used.

Assessment of Content Validity

A panel of experts comprised of faculty members in the Department of Agricultural Education at The Ohio State University evaluated the questionnaires for their content validity; the evaluation was done for clarity, content length, wording and format of the instrument. Such assessment ensured that the instrument did measure what it is supposed to measure.

Data Collection

The instrument was mailed to thirty-eight vocational agriculture teachers who taught senior students. A pre-letter was sent by Mr. John H. Davis of the Agriculture Education Service, explaining to the vocational agriculture teachers the need and importance of the study.

The data were collected through the use of the two questionnaires. The teacher and student questionnaires were mailed to the vocational agriculture teachers chosen for the study. The vocational agriculture teacher delivered students' questionnaires to their senior students. Additional mailings and telephone calls yielded usable responses for 33 teachers and their students (N=283). The five teachers who were nonrespondents were contacted. One teacher was ill and records were not available. The other four teachers were relatively new to their school and could not locate acceptable records to assist students in completing the questionnaires.

Analysis of Data

The data from the teacher and student questionnaire were coded and entered into the computer for analysis using the SPSSPC+ statistical package.

Parametric and nonparametric statistics were used in the evaluation of the data collected for the study. Each independent variable was tested against the dependent variable, the students' SOE program score. To measure the relationships with the students' SOE scores, Kendall's tau and Cramer's V were used. The alpha level was established *a priori* at the .05 level. The rationale for using the statistical procedures was that the data collected were representative of a sample in time.

Findings

The Supervised Occupational Experience Score of Students

The score of the supervised occupational experience programs of the 283 students ranged from 0 to 25.00 with 64 (23%) indicating no supervised occupational experience program, 29% (80) ranged from 0.01 to 4.99, 15% (43) ranged from 5.00 to 9.99, 10% (27) ranged from 10.00 to 14.99, 15% (44) ranging from 15.00 to 19.99, and 8% (25) ranged from 20.00 to 25.00. The mean score, out of a possible 25, was 7.55.

Selected Teacher Characteristics

The teachers were asked to indicate the number of years of high school vocational agriculture that they had completed. The range was from zero to four. Over 42% of the teachers had completed four years of high school agriculture while 39% had completed no high school vocational agriculture. Over 9% had completed two or three years of high school agriculture classes. No teacher had completed one year.

Vocational agriculture teachers were asked to indicate how many years they had taught vocational agriculture. The range was from one to twenty-five years. Over 30% indicated that they had taught 1 - 5 years, 21% have taught 6 - 10 years, 24% reported having taught 11 - 15 years, 9% have taught 16 - 20 years, and 15% reported having taught 21 - 25 years. The mean score was 11.09 years.

Respondents were asked to indicate the number of miles that they lived from school. The range was from one to thirty-eight. Over 30% of the teachers reported that they lived 5 - 10 miles from school, 29% lived over 20 miles from school and 22% lived less than five miles from school. The mean number of miles that the teacher lived from school was 12.88.

Over 12% of the teachers rated their training received for teaching SOE after becoming a vocational agriculture teacher as excellent, 27% of the teachers rated their training as good, over 33% of the teachers rated their training as fair and 24% of the teachers rated their training received for teaching SOE after becoming a vocational agriculture teacher as poor.

Teachers were asked the number of days of their extended service contract. Over 63% of the teachers were on 60 days extended service contract, 24% teachers were on a 20-day extended service contract, and 13% indicated having 25 to 50 days.

Relationship Between Teacher Characteristics and SOE Scores

As shown in Table 1, three significant relationships were found between selected teacher characteristics and the SOE scores. A positive moderate association was shown between SOE scores and the number of days of the extended service contract (tau c = .33). A relationship of .19 was found between SOE scores and the number of years of high school vocational agriculture completed. More years of high school vocational agriculture by the teacher is associated with higher SOE scores. There was a significant negative relationship between SOE score and miles the teacher lived from school (tau b = -.14). The closer the teacher lived from school, the higher the students' SOE scores. The other three relationships showed low association with the student's SOE scores. None of the other relationships were significant.

Selected Teaching Practices in Conducting Supervised Occupational Experience Programs

Over 60% of the teachers indicated that they spent 5 or more days per year supervising occupational experience programs at fairs and shows, over 21% of the teachers spent 3 or 4 days, 12% spent 1 or 2 days and 6% of the teachers spent less than one day supervising SOE programs at shows and fairs.

Teachers were asked the average number of supervised occupational experience program visits made to each student enrolled during the summer. Three percent of the teachers reported that they did not visit their students during the summer, 36% of the teachers reported that they visited their students during the summer four or more times, 42% reported three visits per student during the summer, 12% reported two visits, and 6% reported having visited once per student during the summer.

Teachers were asked whether the determination of the students' grade was dependent on their SOE program. Over 12% of the teachers indicated that no part of the grade was dependent on supervised occupational experience, 3% that 1 to 5% of the students' grade was dependent upon the SOE, 21% indicated that 6 to 10 percent of the students' grade was dependent upon their SOE, 15% reported that 11 to 15% of the students' grade was dependent upon

Table 1

RELATIONSHIPS BETWEEN SELECTED TEACHER CHARACTERISTICS AND STUDENT SOE SCORES

Variables	Correlation Coefficient tau c	tau b
Number of years of high school vocational agriculture completed	.59*	
Years of teaching Vo-Ag.	.04	
Miles teacher lives from school		.14*
Teachers' perceptions of training received for teaching SOE after becoming a vo-ag. teacher	.09	
Number of days of the extended service contract	.33*	

*Indicates significance at the .05 level
N = 33

their SOE, 21% reported that 16 to 20 percent of the students' grade was dependent upon their SOE, and 18% of the teachers reported that 26 percent or more of their students' grade was dependent upon their SOE.

Teachers were asked how much time they spend teaching an introduction to SOE (such as purpose of SOEP, types of SOEP). Nine percent of the teachers reported they did not teach an introduction to SOEP, 36% of the teachers reported spending less than one hour teaching an introductory lesson on SOEP, 21% indicated spending one to two hours teaching an introductory lesson, 27% indicated spending two to three hours teaching an introductory lesson, and 6% reported spending four or more hours teaching an introductory lesson.

Findings show that the largest portion of teachers (36 percent) made class and/or laboratory time available for students to update their record books once a month. Three percent of the teachers reported no class and/or laboratory time available for students to update their record books, 24% reported having made class and/or laboratory time available for students to update their record books once each grading period, 27% of the teachers indicated having made a class and/or laboratory time available for students to update their record books once a week, and 9% indicated having made class and/or laboratory time available for students to update their record books daily.

Relationship Between Teaching Practices and SOE Scores

Analysis of the relationship between the SOE teaching practices and the students' SOE scores showed a significant relationship with the more time the teacher devotes to class and/or laboratory for students to update their record books, the lower the student's SOE scores. The average number of SOEP visits made to each student enrolled during the summer by the teacher is associated with high SOE scores (tau c = .37). Time that the vocational agriculture teacher spent supervising SOE at fairs and shows was correlated with SOE score at tau c = .25. The more time that the vocational agriculture teacher spends supervising SOE at fairs and shows the higher the students' SOE scores. The amount of time spent on teaching an introduction to SOEP was correlated with SOE scores at tau c = .16. The more time the teacher spent on teaching an introduction to SOEP, the higher the student's SOE scores, as shown in Table 2.

Table 2

RELATIONSHIP BETWEEN TEACHING PRACTICES AND STUDENT SOE SCORES

Variables	Correlation Coefficients	
	tau b	tau c
Supervision at fairs and shows	.25*	
Average number of SOEP visits during the summer	.37*	
Proportion of student's grade dependent on SOE		.05
Amount of time spent on teaching an introduction to SOE	.16*	
Amount of time the teacher makes class and/or laboratory time available forstudents to update record books	-.40*	

*Indicates significance at the .05 level
N = 33

Selected Characteristics of the Vocational Agriculture Department

Data were gathered to determine the following additional departmental characteristics:

1. The taxonomy of the teacher.
2. The program type in the department, with the following identification:
   - 00 = 4 1/2 hours per day
   - 04 = 1 1/2 hours per day
   - 05 = 1 hour per day
   - 02 = 3 hours per day
   - 26 = Agribusiness
3. Type of school (local, city, career center).
4. Type of teacher preparation (industry or 4-year degree).
5. Number of teachers in the department.

Findings indicated that 61% of the teachers taught production agriculture, 9% of the teachers taught agricultural business, 12% of the teachers taught horticulture, 15% of the teachers taught agricultural mechanics, and 3% of the teachers reported teaching animal care.

Findings indicated that 24% of the schools studied had 00 (4 1/2 hour per day) program type, 3% had 04 (1 1/2 hour per day) program type, 63% had 05 (1 hour per day) program type, 3% had 02 (3 hours per day) program type, and 6% had 26 (Agric. Business) program type.

Findings indicated that 60% of the departments in the study were located in local schools, 18% were in city schools, and 21% were in area career centers.

The majority of the teachers, over 78%, reported having a four-year type teacher preparation, and 21% of the teachers reported having industry type teacher preparation.

All vocational agriculture teachers in the study taught in a one-teacher to five-teacher department, with 54% of the teachers in a one-teacher department, 9% of the teachers in a two-teacher department, 18% of the teachers in a three-teacher department, 9% of the teachers in a four-teacher department, and 9% of the teachers in an agricultural department with five teachers.

Relationship Between Vocational Agriculture Department Characteristics and SOE Scores

Table 3 indicates the correlation coefficients between the characteristics of the vocational agriculture department and SOE scores. Students enrolled in vocational agriculture programs in local schools tend to have higher SOE scores (Cramer's V = .38)

Students in programs taught by teachers who completed a four-year degree program scored higher on supervised occupational experience (Cramer's V = .30). Students enrolled in production taxonomies tend to have higher SOE scores than students enrolled in other taxonomies (Cramer's V = .29). Students enrolled in one hour per day programs tend to have higher SOE scores than students in other program types (Cramer's V = .28). A negative correlation indicated lower SOE scores were associated with a higher number of teachers in the department (tau c = -.27).

Selected Student Characteristics

Over 48 percent of the students indicated career plans in areas other than agriculture, 37% of the students indicated career plans in an agriculturally related career, but not farming, and nearly 15% indicated career plans in production (farming).

Sixteen percent of the senior students were in their first year in vocational agriculture, 27% of the students were in the second year of agricultural classes. Only 7% of the senior students were in the third year in vocational agriculture and 49% of the senior students were in their fourth year of vocational agriculture classes.

Over 35% of the students reported that they received B's and C's in high school classes. Another 17% showed receiving A's and B's and over 12% of the students showed that they received C's, and 12% showed receiving A's. Ten percent received B's and the remaining 12% received C's and D's or lower in all their classes.

Relationship Between Student Characteristics and SOE Scores

Table 4 indicates an analysis of the relationship of selected student characteristics and the students' SOE scores showed a

Table 3

RELATIONSHIP BETWEEN THE CHARACTERISTICS OF THE VOCATIONAL AGRICULTURE DEPARTMENT AND STUDENT SOE SCORES

Variables	Correlation Coefficient	
	Cramer's V	tau c
Taxonomy of teacher	.29*	
Program type	.28*	
Type of school	.38*	
Type of teacher preparation	.30*	
Number of teachers in the department		-.27*

*Indicates significance at the .05 level
N = 33

Table 4

RELATIONSHIP BETWEEN SELECTED STUDENT CHARACTERISTICS AND SOE STUDENT SCORES

Variables	Correlation Coefficient	
	Cramer's V	tau c
Type of career plans	.27*	
Years completed in vocational agriculture		.39*
High school grades	.05	

*Indicates significance at the .05 level
N = 283

significant positive relationship with the type of career plans (Cramer's V = .27). Students with non-agricultural career goals have the highest SOE scores while students interested in production agriculture (farming) have the lowest SOE scores. The number of years of vocational agriculture that the student has completed is also associated with the students' SOE scores (tau c = .39). There was a low association between SOE scores and student high school grades.

Student's Opportunity to Engage in a Supervised Occupational Experience Program

Over 40% of the students indicated that they live in a town or city. Over 31% indicated that they live in a rural area but not on a farm. Seventeen percent indicated that they live on a part-time farm, and slightly over 10% indicated that they live on a full-time farm.

Students were asked to indicate how interested their parents or guardians were in encouraging them to conduct an SOE program. Over 36% of the students perceived that their parents were mildly interested in their SOE. Another 31% indicated that their parents were very interested in their SOE program, and over 25% indicated that their parents did not care about their SOE activities. Six percent indicated that their parents offered some or much resistance to their SOE.

Relationship Between Student Opportunity and SOE Scores

An analysis of the relationship between the student's opportunity to engage in a supervised occupational experience program and the student's SOE score found a moderate correlation with where the student lives (Cramer's V = .34). Students who lived in a town or a city had the lowest SOE scores while the students who lived on a full-time farm had higher SOE scores. (Table 5). Also, students from families with income from production agriculture had higher scores than students from families with non-production agriculture incomes (Cramer's V=.23). No significant relationship at the .05 level was found between the parental/guardian encouragement for SOE and the student's SOE score (tau c = .03).

Conclusions

Selected Teacher Characteristics

Conclusions regarding characteristics of the vocational agriculture teachers of district 7 relative to Ohio vocational agriculture teachers in general were that 1) voca-

Table 5

RELATIONSHIP BETWEEN THE STUDENT'S OPPORTUNITY TO ENGAGE IN SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM AND SOE STUDENT SCORES

Variables	Correlation Coefficient	
	Cramer's V	tau c
Where the student lives	.34*	
Parental/guardian encouragement for SOE		.03
Source of family income	.23*	

*Significant at the .05 level
N = 283

tional agriculture teachers completed four years of high school agriculture, had 11 years of teaching experience and lived 12 miles away from their schools, 2) vocational agriculture teachers found their training received to be somewhat appropriate and suitable in meeting their needs, and 3) most of the vocational agriculture teachers had extended contracts of either 20 or 60 days. Number of years of high school vocational agriculture completed and number of days of the extended service contract tend to be positively correlated with student SOE scores. The miles the teacher lives from the school tends to be negatively correlated with SOE scores.

Selected Teaching Practices in Conducting SOE Programs

Conclusions regarding selected teaching practices in conducting SOE programs relative to Ohio vocational agriculture teachers in general were that 1) vocational agriculture teachers spent five or more days supervising SOE at fairs and shows, 2) vocational agriculture teachers made an average of two visits per student during the summer, 3) vocational agriculture teachers made class and/or laboratory time available for students to update record books once a month, and 4) vocational agriculture teachers used six to twenty percent of the student grade for SOE. Vocational agriculture teachers tend to spend two to three hours teaching an introduction to SOEP. Amount of time the teacher made class and/or laboratory time available for students to update record books, average number of SOEP visits made during the summer, supervision at fairs, and amount of time spent on teaching an introduction to SOE are correlated with student SOE scores.

Characteristics of the Vocational Agriculture Department

Vocational agriculture departments tend to 1) be production agriculture, 2) have 1 hour per day type of program, 3) be in local schools, 4) have teachers with four-year degrees, and 5) be a one-teacher department. The taxonomy and program type tend to be correlated with SOE scores. Also, type of school, type of teacher preparation, and number of teachers in the department are correlated with SOE scores of the students.

Selected Student Characteristics

Conclusions regarding selected student characteristics relative to Ohio vocational agriculture students in general were that almost half of the students showed career plans not in agriculture, and half of the students did not complete four years of vocational agriculture. Relationships existed between SOE scores and the type of

career plans, and years completed in vocational agriculture.

Student's Opportunity to Engage in a Supervised Occupational Experience Program

Conclusions regarding student's opportunity to engage in a supervised occupational experience program relative to Ohio vocational agriculture students in general were that: 1) vocational agriculture students tend not to be farm students, and 2) students received encouragement from their parents to be conducting their SOE program. Where the student lives is correlated with SOE scores.

Implications

Based on the findings, most teacher characteristics were found to have a low relationship with a better supervised occupational experience program; secondly, the selected teaching practices in conducting supervised occupational experience programs by the teacher were found to be associated with better SOE programs. Hence, vocational agriculture teachers should make SOEP visits during the summer, spend more time supervising at fairs and shows, and spend more time on teaching an introduction to SOE.

Certain selected characteristics of the vocational agriculture department are associated with students' SOE scores. The type of teacher preparation, number of teachers in the department and taxonomy are important in SOE scores. These characteristics are probably associated with each other; that is, production teachers tend to be four-year degree teachers in one- or two-teacher departments.

Vocational agriculture teachers should bear in mind that the type of career plans of the students may have an influence on the supervised occupational experience program. Vocational agriculture students who have an agricultural career plan have better SOE programs. Vocational agriculture teachers should select students with an agricultural orientation during recruitment. It may be appropriate to help students make decisions on the type of agricultural career they may pursue. It may be of interest to observe that the vocational agriculture profession is caught up in the "keep up the head count" in the classrooms and have many students who have no business being in agriculture (Gibson, 1987). Years completed in vocational agriculture were found in this study to be substantially related to SOE programs. Teachers who encourage students in vocational agriculture will have students who have better SOE programs, hopefully resulting in higher overall achievement in vocational agriculture.

The students' opportunity to engage in supervised occupational experience is related to better SOE programs and is usually dependent upon where the student lives. Vocational agriculture teachers should recruit students from agricultural settings and should make an effort to meet the parents and encourage them to support their daughter/sons' SOE programs.

Recommendations for Further Research

Based upon the findings of this research, the following recommendations for further research have been provided:

1. A study should be conducted in other geographical areas in Ohio. Do vocational agriculture instructors throughout the state have the same characteristics as those in district #7? If they do not, then an investigation should be conducted to determine the factors relating to the differences. What selected factors make teachers in other geographical districts different?

2. A longitudinal study of a similar nature needs to be completed to see if teachers and their senior students change in perceptions of selected factors associated with the SOE of Ohio vocational agriculture students.

3. Research is needed to examine the factors that make the findings of this study contrary to studies conducted in other parts of the country. What are the underlying factors that make these teachers and their senior students seemingly more associated with SOE programs?

4. A study needs to be done on how state supervisors and local supervisors can work with teachers in supervising and improving the quality of SOE programs.

5. The need exists to investigate if the students who graduated from high school agriculture programs with higher SOE scores are obtaining better jobs than students with lower SOE scores. Are students who graduated with non-agricultural related career goals securing better jobs than students who graduated with an agricultural related career goals?

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SUMMARY OF RESEARCH SERIES

Since the passage of the Smith-Hughes Act of 1917, supervised occupational experience has been an integral part of teaching agriculture in high schools. Supervised occupational experience allows the student to apply what is learned in the classroom, making it more interesting and meaningful. It is the responsibility of the vocational agriculture teacher to skillfully incorporate the supervised occupational experience into the agricultural education program. This occurs with varying degrees of success. The purpose of this study was to identify relationships between selected teacher, program, and student characteristics and supervised occupational experience scores of high school teachers and their senior students. These findings should be useful to teacher educators and state education personnel when designing and conducting teacher preparation and inservice programs.

This summary is based on a dissertation by Emeka B. Anyadoh under the direction of R. Kirby Barrick. Emeka Anyadoh was a graduate student in the Department of Agricultural Education, The Ohio State University. Dr. Barrick is Professor and Acting Chair, Department of Agricultural Education, The Ohio State University. Special appreciation is due to Jerry Peters, Purdue University and Charles Miller, The Ohio State University for their critical review of the manuscript prior to publication.

Research has been an important function of the Department of Agricultural Education since it was established in 1917. Research conducted by the Department has generally been in the form of graduate theses, staff studies, and funded research. It is the purpose of this series to make useful knowledge from such research available to practitioners in the profession. Individuals desiring additional information on this topic should examine the references cited.

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